

SUBstantial News

May 2009

News and Information Just for Substitute Teachers From Federal Way Public Schools

Redirecting Student Behavior

Any time a student behaves inappropriately you will probably find it annoying. However, the type of behavior, rather than the annoyance level, should be your guide for implementing an appropriate teacher response strategy. Inappropriate student behaviors can be classified as either consequential or inconsequential.

Consequential behaviors are those that have a significant negative effect on the learning environment and interfere with the rights of other students to learn.

Inconsequential behaviors are those that the classroom environment would be better off without, but their negative impact on student learning is minimal.

94% of inappropriate student behavior, regardless of how annoying it is, is inconsequential. This means that it is not life threatening and it isn't going to destroy the building or its contents. The

best approach to this behavior is to ignore the inconsequential behavior and respond positively to appropriate behavior with a smile, verbal praise, a nod, or other appropriate gestures.

At times there will be inappropriate student behaviors that are of consequence and need to be addressed. Such behaviors include those in which a student persists in disruptive behavior and is increasingly destroying the learning environment, or when students are physically or verbally abusive to one another

If a student's behavior is consequential, the teacher needs to stop the behavior and redirect it to an appropriate activity. One way to do this is by asking a student to go to the doorway or the back of the room, somewhere private, where the teacher can talk to the student. When needing to redirect a student, it is hard to know exactly what to say.

There are six things that you will need to address while redirecting a student, they are:

1. Say something positive.
2. Briefly describe the problem behavior.
3. Describe the desired alternative behavior.
4. Give a reason why the new behavior is more desirable.
5. Check for clarity/Practice the desired behavior.
6. Provide positive feedback.

By implementing each of these steps when talking to a student, substitute teachers will know they have covered each aspect of the behavior and provided the students with an appropriate alternative to their negative behavior. About a minute after talking to the student notice; if the student is on task, be sure to provide him with positive feedback.

Professional Development: The Importance of Happiness and Giving

Substitute teachers are trusted with a very important responsibility of influencing the students they come in contact with. Being a teacher is a form of leadership. Because teachers and substitute teachers alike are charged with molding the opinions and thoughts of the subsequent generation, it is vital that both teachers and substitute teachers are good examples to those students. Substitute teachers can be an example to the students they teach by doing three things (there are several more, but just three are going to be suggested in this article):

1. Being law abiding citizens
2. Being an example of giving
3. Being a happy person

It isn't necessary to spend much time discussing why it is important for a substitute teacher be a law abiding citizen, hopefully that is fairly clear. Being a giver and being happy, however, may not be so obvious.

John D. Rockefeller Jr.: said, "*Think of giving not as a duty but as a privilege.*" Giving has a renewing effect on people. This is important for substitute teachers to know because teaching is such an exhausting profession. Substitute teachers spend the whole day putting out fires and meeting the needs of the students so it is easy to have burn out very quickly.

In Stephen Covey's book, *The 7 Habits of Highly Effective People*, the Seventh Habit is titled *Sharpening the Saw*. It is focused

on preserving and enhancing the greatest asset you have, and that's you. One of the ways he suggests to enhance that asset is to serve. Serving doesn't have to be a huge thought-out program or event; people can just serve in normal everyday life.

Continued on pg. 2

Quote of the Month

"They who give have all things; they who withhold have nothing."

– Hindu Proverb

Professional Development – continued

Mother Teresa stated this principle when she said, *“If you can’t feed a hundred people, then just feed one.”* Giving in small ways is quite easy. We can give directions to a stranger, or smile and say hello to people we see, or any other countless kind deeds. Winston Churchill summed up the importance of giving when he said, *“We make a living by what we get, but we make a life by what we give.”*

Defining happiness is a difficult thing, but people who generally say they are happy will weigh the good and bad things going on in their life and then say they are a happy

person. Now let’s relate that to the classroom. Studies have proven that in positive environments students are best able to thrive and to stay on task. Teachers have the responsibility of creating those environments and it takes a happy person to do so. It is important for substitute teachers to be happy people.

Research indicates characteristics of happy people. Here are just a few facts from that data:

- People who give money to charity are 43% more likely to say they are happy people.

- People who give blood are two to three times more likely to say they are happy people.

- Charitable people have lower stress hormones.

Studies have shown that human brains, minds, and bodies experience an equilibrium and pleasure when we give. By becoming happy people, substitute teachers can have a positive influence on students by being able to better create positive teaching environments and being an example of a model citizen.

Things you need to know!

Our Substitute Celebration is fast approaching. Be sure your calendar is marked for:

- What: Spring Substitute Celebration
- Where: ESC Board Room
- When: May 28, 2009
- Time: 4:00 - 5:30 PM

If you are planning to attend, please let CJ Carter know as soon as possible at cjcarter@fwps.org or at 253-945-2027. We look forward to seeing you there!

Important information from the Washington Administrative Code (WAC) 180-79A-231 - Emergency Substitute Certification

(a) If the district or approved private school has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes who are willing to serve as substitutes, the superintendent of public instruction (OSPI) may issue emergency substitute certificates to persons not fully qualified under section (2) of this section for use in a particular school district or approved private school once the list of otherwise qualified substitutes have been exhausted.

<p>Substitute Teaching Division</p> 	<p>Licensed by:</p> <p>UtahStateUniversity</p> <p>SUBSTITUTE TEACHING INSTITUTE</p>	<p>(800) 922-4693</p> <p>www.stedi.org</p>
---	--	---